

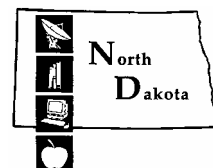
North Dakota Standards and Benchmarks

Achievement Standards

Physical Education

2000

North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
600 E Boulevard Avenue, Dept. 201
Bismarck, North Dakota 58505-0440
www.dpi.state.nd.us



North Dakota Physical Education Achievement Standards Writing Team

Carmen Bachmeier

Burlington- DesLacs Elementary
Burlington
cabachme@sendit.sendit.nodak.edu

Denise Horpedahl

Schroeder Middle School
Grand Forks
denise_horpedahl@fc.grand-forks.k12.nd.us

Donna Hutchison

Red River High School
Grand Forks
Donna_Hutchison@fc.grand-forks.k12.nd.us

Martin Johnson

Mayville State University
Mayville
martin_johnson@mail.masu.nodak.edu

Beckee Keller

Harvey High School
Harvey
bkeller@sendit.nodak.edu

Bonny Kemper

Minot High School Central Campus
Minot
bkemper@sendit.sendit.nodak.edu

Gary Leslie

Minot State University
Minot
leslie@misu.nodak.edu

Lorraine Lutjens

Horizon Middle School
Bismarck
lorraine_lutjens@educ8.org

Lois Mauch

Fargo Public Schools
Fargo
MauchL@fargo.k12.nd.us

Nancy Paintner

Griggs Co. Central High School
Cooperstown
npaintner@mlgc.com

Todd Parham

Richholt Elementary
Bismarck
Todd_parham@educ8.org

Vicki Schneider

Bismarck High School
Bismarck
vschneid@btigate.com

Janelle Schumacher

Centennial Elementary
Fargo
schumaj@fargo.k12.nd.us

Jessica Schumacher

Concordia College
Moorhead
jschuma@gloria.cord.edu

Bradford Strand

North Dakota State University
Fargo
Bradford_Strand@ndsu.nodak.edu

Russ Werth

Bowman Public Schools
Bowman
werthr@bigfoot.com

Introduction

This document is a companion to the North Dakota Physical Education Content Standard (2000) and provides descriptions of various levels of student performance and achievement in relation to the state content standards.

Four levels of achievement are written for each benchmark by North Dakota educators from various grade levels. Level 4 describes an advanced proficiency, Level 3 proficient, Level 2 partially proficient, and Level 1 novice. Level 3 proficient describes what state educators hold to be the state standard, expected of most students. Although not indicated within the document, if a student does not respond in any way, they achieve no level placement.

The achievement standards are designed to be used with content standards in all disciplines, not just physical education. Ideally, physical education should be embedded into the curriculum of every subject area.

Definitions

Content Standards – a description of what students should know and be able to do within a particular discipline or content domain.

Benchmarks – A translation of a standard into what the students should understand and be able to do at developmentally appropriate levels (e.g., 4th grade, 8th grade, 12th grade).

Achievement Activity – An activity that allows students to demonstrate knowledge of the standard.

Achievement Standard – the expected or required level of student performance or understanding. This may be identified within a set of rubrics.

Rubrics (sometimes called Scoring Rubrics) – A set of criteria that describe levels of achievement. Rubrics are usually more detailed than ACHIEVEMENT STANDARDS with specific behavior descriptors. (This document can be used as a tool to develop a set of rubrics.)

More on Achievement Standards

Achievement Standards

- ✓ Provide student with expectations about what will be assessed as well as standards that need to be met.
- ✓ Increase consistency in the rating of achievements.
- ✓ Provide “road signs” – information about where students are in relation to where they need to be.

A Four Point Achievement Standard

4. Demonstrates exemplary performance; *exceeds* achievement standard; **advanced proficiency**.
3. Demonstrates solid performance; *meets* State achievement standard; **proficient**.
2. Performance is *emerging* or developing toward achievement standard; **partially proficient**.
1. Attempt made but there are serious errors; **novice**.

An Example Of what a Content Standard, Benchmark, and Achievement Standard looks like.

Standard 3: Benefits of Physical Activity

Benchmark 4.3.1

Students understand the benefits of regular physical activity.

4.3.1	<i>Understand the personal health benefits of physical activity.</i> Level 4: student participates in a high level of health benefits by demonstrating an active, healthy lifestyle. *** Level 3: student identifies that regular physical activity improves overall health. Level 2: student has difficulty identifying a correlation between health benefits and physical activities. Level 1: student is unable to identify the correlation between health benefits and physical activities.
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*** (**Achievement Standard Level 3** is the North Dakota State Standard; examples of various levels of student performances are found in the State Scoring Manuals or can be selected from student performances by teachers or groups of teachers.)

LEVEL 4 through LEVEL 1 represent a **ACHIEVEMENT STANDARD**.

ACHIEVEMENT STANDARDS can be written by teachers or students.

K-4 BENCHMARKS ACHIEVEMENT LEVELS

Standard 1: MOVEMENT FORMS

Students use a variety of movement forms.

4.1.1	<i>Use control in static* and dynamic* balance activities.</i> Level 4: student creates elaborate balance activities. Level 3: student identifies and demonstrates controlled balance activities. Level 2: student partially identifies and demonstrates controlled balance activities. Level 1: student is unable to identify but attempts controlled balance activities.
4.1.2	<i>Know how to combine shapes, levels, directions, and pathways into simple sequences.</i> Level 4: student creates and elaborates on simple sequences. Level 3: student recognizes and demonstrates movement forms in simple sequences. Level 2: student has some difficulty in recognizing and performing movement forms. Level 1: student shows little recognition and ability in movement forms
4.1.3	<i>Know how to use space to move safely in different directions, at varying speeds.</i> Level 4: student implements high level thinking skills in creating safe speeds and making directional changes. Level 3: student moves safely at varying speeds using self-space. Level 2: student partially recognizes and has limited ability to control speed and make directional changes safely. Level 1: student has little or no recognition or ability to control speed safely.
4.1.4	<i>Use control in locomotor activities.</i> Level 4: student creates elaborate locomotor activities. Level 3: student shows control in locomotor activities under control. Level 2: student shows limited ability in controlling locomotor activities. Level 1: student is unable to control locomotor activities.
4.1.5	<i>Know how to demonstrate object control skills.</i> Level 4: student analyses and elaborates object control skills. Level 3: student demonstrates object control skills. Level 2: student demonstrates limited object control skills. Level 1: student is unable to demonstrate object control skills.

Standard 2: MOVEMENT CONCEPTS

Students use movement concepts and principles in the development of motor skills.

4.2.1	<p><i>Know the vocabulary of basic movement concepts.</i></p> <p>Level 4: student implements high level thinking skills in creating elaborate movement concepts. Level 3: student demonstrates basic movement concepts on verbal cues. Level 2: student has some difficulty demonstrating basic movement concepts on verbal cues. Level 1: student is unable to demonstrate basic movement concepts on verbal cues.</p>
4.2.2	<p><i>Understand the critical elements of a variety of basic movement patterns.</i></p> <p>Level 4: student creates, combines, and executes a variety of basic movement patterns. Level 3: student demonstrates the ability to mimic a variety of basic movement patterns. Level 2: student demonstrates inconsistency in ability to mimic a variety of basic movement patterns. Level 1: student is unable to mimic and/or demonstrate a variety of basic movement patterns</p>
4.2.3	<p><i>Understand the importance of practice in learning motor skills.</i></p> <p>Level 4: student explains the importance of practice using correct form in learning motor skills. Level 3: student recognizes the importance of practicing in learning motor skills. Level 2: student has a limited recognition of the importance for practice in learning motor skills. Level 1: student is unable to recognize the importance of practice in learning motor skills.</p>
4.2.4	<p><i>Use teacher, peer, and self assessment to improve motor performance.</i></p> <p>Level 4: student interrupts a variety of assessments to improve performance. Level 3: student uses assessments to improve motor performance. Level 2: student has some difficulty in using assessments to improve motor performance. Level 1: student has little or no recognition in the use of assessments to improve motor performance</p>

Standard 3: BENEFITS OF PHYSICAL ACTIVITY

Students understand the benefits of regular physical activity.

4.3.1	<p><i>Understand the personal health benefits of physical activity.</i></p> <p>Level 4: student participates in a high level of health benefits by demonstrating an active, healthy lifestyle. Level 3: student identifies that regular physical activity improves overall health. Level 2: student has difficulty identifying a correlation between health benefits and physical activities. Level 1: student is unable to identify the correlation between health benefits and physical activities.</p>
4.3.2	<p><i>Use the terms associated with the benefits of physical activity.</i></p> <p>Level 4: student verbally communicates appropriate terms dealing with the benefits of physical activities. Level 3: student identifies the terms relating to the benefits of physical activities. Level 2: student has some difficulties in identifying terms relating to benefits of physical activities. Level 1: student has is unable to identify the terms relating to benefits of physical activities.</p>

STANDARD 4: MAINTAINING PHYSICAL FITNESS*

Students understand how to maintain a health-enhancing level of physical fitness.*

4.4.1 *Understand the relationship between regular participation in physical activity and physical fitness*.*

Level 4: student analyses the relationship between regular participation in physical activity and physical fitness*.

Level 3: student demonstrates the relationship between regular participation in physical activity and physical fitness*.

Level 2: student has some difficulty demonstrating the relationships between regular participation in physical activities and physical fitness*.

Level 1: student is unable to demonstrate the relationships between regular participation in physical activity and physical fitness*.

4.4.2 *Understand how to apply fitness assessment to set personal fitness goals.*

Level 4: student creates a personal fitness goal applying assessments.

Level 3: student identifies personal fitness goals by using the fitness assessments process to set personal fitness goals.

Level 2: student has difficulty in identifying the assessment process to set personal fitness goals.

Level 1: student is unable to identify the assessment process to set personal fitness goals.

4.4.3 *Understand the relationship between physical activity and physiological changes*

Level 4: student can explain the different concepts of physical fitness and their positive relationship to physiological changes.

Level 3: student can identify the physiological changes that occur as a result of physical activity.

Level 2: student has some consistencies in identifying the physical activity that occurs as a result of physiological changes.

Level 1: student is unable to identify the relationship between physical activity that occurs as a result of physiological changes.

STANDARD 5: BEHAVIOR AND PHYSICAL ACTIVITY

Students use responsible personal and social behavior in physical activity settings.

4.5.1	<p><i>Use positive social interaction during physical activities.</i></p> <p>Level 4: student exhibits high level thinking skills in creating positive interaction of social skills among peers and teachers. Level 3: student differentiates between appropriate and inappropriate behavior in social settings. Level 2: student has difficulty in differentiating between appropriate behavior and inappropriate behavior in social settings. Level 1: student is unable to differentiate between appropriate behavior and inappropriate behavior in social settings.</p>
4.5.2	<p><i>Understand how culture influences physical activity</i></p> <p>Level 4: student interprets the relationship between cultures and physical activity. Level 3: student recognizes the effect that cultures have on physical activity. Level 2: student has some difficulty recognizing the relationship between culture and physical activities. Level 1: student has little or no recognition of culture influences on physical activities.</p>
4.5.3	<p><i>Know how to seek out, participate with, and show respect for people of like and different physical abilities.</i></p> <p>Level 4: student consistently interacts with individuals with similarities and differences. Level 3: student demonstrates respect for all individuals. Level 2: student has some difficulty demonstrating respect for all individuals. Level 1: student makes no attempt demonstrate respect for all individuals.</p>

5-8 BENCHMARKS ACHIEVEMENT LEVELS

Standard 1: MOVEMENT FORMS

Students use a variety of movement forms.

8.1.1 *Understand how to combine skills to participate in a modified version of team and/or individual sports.*

Level 4: Student creates a new combination of skills in the development of a modified version of team and individual sports.

Level 3: Student demonstrates a combination of skills to participate in a modified version of team and individual sports.

Level 2: Student has some difficulty combining skills to participate in a modified version of team and individual sports.

Level 1: Student is unable to combine skills to participate in a modified version of team and individual sports.

8.1.2 *Know and perform a variety of dance and rhythmic movements.*

Level 4: Student designs and demonstrates an original selection of rhythmic patterns to music.

Level 3: Student identifies and demonstrates a selection of rhythmic patterns to music.

Level 2: Student partially identifies and/or demonstrates the rhythmic patterns to music.

Level 1: Student shows little or no attempt in identifying or demonstrating rhythmic patterns to music.

8.1.3 *Know intermediate skills to participate in outdoor adventure activities.*

Level 4: Student recalls and demonstrates skills to participate in outdoor adventure activities.

Level 3: Student identifies intermediate skills needed to participate in outdoor adventure activities.

Level 2: Student partially identifies skills to participate in outdoor activities.

Level 1: Student is unable to identify the skills needed to participate in outdoor activities.

Standard 2: MOVEMENT CONCEPTS

Students use movement concepts and principles in the development of motor skills.

8.2.1	<p><i>Understand biomechanical* concepts that govern different types of movement.</i></p> <p>Level 4: Student analyzes the biomechanical* concepts that govern different types of movement.</p> <p>Level 3: Student explains the biomechanical* concepts that govern different types of movement.</p> <p>Level 2: Student has some difficulty explaining biomechanical* concepts that govern different types of movement.</p> <p>Level 1: Student is unable to explain biomechanical* concepts that govern different types of movement.</p>
8.2.2	<p><i>Understand the relationship between cue words and movement skills.</i></p> <p>Level 4: Student creates original cue words for a movement skill.</p> <p>Level 3: Student shows the relationship between cue words and movement skills.</p> <p>Level 2: Student has limited ability relating cue words with movement skills.</p> <p>Level 1: Student is unable to relate cue words with movement skills.</p>
8.2.3	<p><i>Understand the principles of training* for specific physical activities.</i></p> <p>Level 4: Student elaborates on the principles of training* for specific physical activities.</p> <p>Level 3: Student explains the principles of training* for specific physical activities.</p> <p>Level 2: Student inconsistently explains the principles of training* for specific physical activities.</p> <p>Level 1: Student is unable to explain the principles of training* for specific physical activities.</p>
8.2.4	<p><i>Use movement concepts and game strategies to play in a variety of individual and team physical activities.</i></p> <p>Level 4: Student correlates and designs movement concepts and game strategies to play in a variety of individual and team physical activities.</p> <p>Level 3: Student applies movement concepts and game strategies to participate in a variety of individual and team physical activity.</p> <p>Level 2: Student applies movement concepts but shows limited ability for game strategies to play in a variety of individual and team physical activities.</p> <p>Level 1: Student is unable to apply movement concepts and game strategies to play in a variety of individual and team physical activities.</p>
8.2.5	<p><i>Understand how to use movement concepts and principles to design movement activities.</i></p> <p>Level 4: Student analyzes and accurately applies the movement of concepts and principles to design movement activities.</p> <p>Level 3: Student demonstrates movement concepts and principles to design movement activities.</p> <p>Level 2: Student demonstrates movement concepts and principles but cannot design a movement activity.</p> <p>Level 1: Student is unable to demonstrate movement concepts and principles to design movement activities.</p>

Standard 3: BENEFITS OF PHYSICAL ACTIVITY

Students understand the benefits of regular physical activity.

8.3.1	<p><i>Understand long-term physiological benefits of regular participation in physical activity.</i></p> <p>Level 4: Student analyzes the long-term physiological benefits of regular participation in physical activity. Level 3: Student lists the long-term physiological benefits of regular participation in physical activity. Level 2: Student partially lists the long-term physiological benefits of regular participation in physical activity. Level 1: Student is unable to list long-term physiological benefits of regular participation in physical activity.</p>
8.3.2	<p><i>Understand long-term psychological benefits of regular participation in physical activity.</i></p> <p>Level 4: Student analyzes the long-term psychologically benefits of regular participation of physical activity. Level 3: Student lists the long-term psychological benefits of regular participation in physical activity. Level 2: Student partially lists the long-term psychological benefits. Level 1: Student is unable to list psychological benefits.</p>
8.3.3	<p><i>Know the community resources available that allow participation in physical activity.</i></p> <p>Level 4: Student compiles and interprets information from community resources. Level 3: Student names the community resources available that allow participation in physical activities. Level 2: Student has some difficulty naming the community resources that allow participation in physical activity. Level 1: Student is unable to name community resources available that allow participation in physical activities.</p>

STANDARD 4: MAINTAINING PHYSICAL FITNESS*

Students understand how to maintain a health-enhancing level of physical fitness.*

8.4.1	<p><i>Understand the body's response to physical activities of various intensities.</i></p> <p>Level 4: Student analyzes the body's responses to physical activities of various intensities. Level 3: Student describes the body's responses to physical activities of various intensities. Level 2: Student partially describes the body's responses to physical activity of various intensities. Level 1: Student is unable to describe the body's responses to physical activity of various intensities.</p>
8.4.2	<p><i>Know activities that develop and maintain cardiovascular fitness.</i></p> <p>Level 4: Student constructs an individual cardiovascular fitness profile. Level 3: Student identifies the activities that develop and maintain cardiovascular fitness. Level 2: Student partially identifies activities that develop and maintain cardiovascular fitness. Level 1: Student is unable to identify activities that develop and maintain cardiovascular fitness.</p>
8.4.3	<p><i>Know activities that develop and maintain muscular strength* and endurance*.</i></p> <p>Level 4: Student constructs a muscular strength* and endurance* fitness profile. Level 3: Student identifies the activities that develop and maintain muscular strength* and endurance* fitness. Level 2: Student generally identifies activities that develop and maintain muscular strength* and endurance* fitness. Level 1: Student is unable to identify activities that develop muscular strength* and endurance* fitness.</p>
8.4.4	<p><i>Know activities that develop and maintain flexibility*.</i></p> <p>Level 4: Student constructs a flexibility* profile. Level 3: Student identifies the activities that develop and maintain flexibility*. Level 2: Student generally identifies activities that develop and maintain flexibility*. Level 1: Student is unable to identify activities that develop and maintain flexibility*.</p>
8.4.5	<p><i>Understand how exercise and other factors influence weight and body composition*.</i></p> <p>Level 4: Student researches the effect of food intake and caloric expenditure on weight and body composition. Level 3: Student describes how exercise and other factors influence weight and body composition*. Level 2: Student generally describes how exercise and other factors influence weight and body composition*. Level 1: Student is unable to describe how exercise and other factors influence weight and body composition*.</p>

8.4.6	<p><i>Understand how to interpret the results of physical fitness* assessments.</i></p> <p>Level 4: Student designs an individual fitness plan based on the results of physical fitness assessments.</p> <p>Level 3: Student evaluates the results of physical fitness* assessments.</p> <p>Level 2: Student has some difficulty evaluating the results of physical fitness* assessments.</p> <p>Level 1: Student shows little or no attempt in evaluating the results of physical fitness* assessment.</p>
8.4.7	<p><i>Understand how to maintain a healthy lifestyle.</i></p> <p>Level 4: Student explains fitness/wellness concepts used to maintain a healthy lifestyle.</p> <p>Level 3: Student recalls how to maintain a healthy lifestyle.</p> <p>Level 2: Student inconsistently recalls how to maintain a healthy lifestyle.</p> <p>Level 1: Student is unable to recall how to maintain a healthy lifestyle.</p>

Standard 5: BEHAVIOR AND PHYSICAL ACTIVITY

Students use responsible personal and social behavior in physical activity settings.

8.5.1	<p><i>Understand the need for including all students in physical activities.</i></p> <p>Level 4: Student advocates for total inclusion in physical activities. Level 3: Student acknowledges the need for including all students in physical activities. Level 2: Student generally acknowledges the need for inclusion in physical activities. Level 1: Student does not acknowledge the need for inclusion in physical activities.</p>
8.5.2	<p><i>Understand appropriate safety precautions and responses to emergency situations in a physical activity setting.</i></p> <p>Level 4: Student monitors and corrects others on appropriate safety precautions and responses to emergency situations. Level 3: Student applies appropriate safety precautions and responses to emergency situations in a physical activity setting. Level 2: Student generally applies appropriate safety precautions and responses to emergency situation in a physical activity setting.. Level 1: Student is unable to apply the use of safety precautions or respond to emergency situations in a physical activity setting.</p>
8.5.3	<p><i>Use self-control when engaging in physical activity.</i></p> <p>Level 4: Student takes responsibility by encouraging others to execute self-control in physical activity. Level 3: Student displays self-control when engaged in physical activity. Level 2: Student displays limited self-control in physical activity. Level 1: Student fails to display self-control in physical activity.</p>
8.5.4	<p><i>Understand and comply with rules in physical activity settings.</i></p> <p>Level 4: Student visually critiques and documents an activity for compliance of rules in physical activity settings. Level 3: Student acknowledges and complies with the rules in physical activity settings. Level 2: Student inconsistently complies with rules in physical activity settings. Level 1: Student is unable to comply with rules in physical activity settings.</p>
8.5.5	<p><i>Understand how the use of harmful practices/substances affects personal health and performance in physical activity.</i></p> <p>Level 4: Student researches how harmful practices/substances affect personal health and performance in physical activities. Level 3: Student identifies how the use of harmful practices/substances affects personal health and performance in physical activity. Level 2: Student has difficulty identifying the uses of harmful practices/substances in physical activity. Level 1: Student is unable to identify the uses of harmful practices/substances in physical activity.</p>

8.5.6	<p><i>Understand the potentially dangerous consequences of participation in physical activity.</i></p> <p>Level 4: Student takes the responsibility by informing others of the danger and consequences of improper stretches or exercises.</p> <p>Level 3: Student explains the potentially dangerous consequences of participation in physical activity.</p> <p>Level 2: Student partially explains the potentially dangerous consequences of participation in physical activity.</p> <p>Level 1: Student is unable to explain the potentially dangerous consequences of participation in physical activity.</p>
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9-12 BENCHMARKS ACHIEVEMENT LEVELS

Standard 1: MOVEMENT FORMS

Students use a variety of movement forms.

12.1.1 *Use advanced sport-specific skills in selected physical activities.*

Level 4: Student analyzes and accurately (correctly) demonstrates sport-specific skills in selected physical activities.

Level 3: Student identifies and accurately demonstrates sport specific skills in selected physical activities.

Level 2: Student demonstrates partial ability in sport specific skills in selected physical activities.

Level 1: Student is generally unable to demonstrate sport specific skills in selected physical activities.

12.1.2 *Use advanced skills in complex physical activities.*

Level 4: Student analyzes and accurately demonstrates advanced skills in complex physical activities.

Level 3: Student identifies and accurately demonstrates advanced skills in complex physical activities.

Level 2: Student demonstrates with some difficulty advanced skills in complex physical activities.

Level 1: Student is generally unable to demonstrate advanced skills in complex physical activities.

Standard 2: MOVEMENT CONCEPTS

Students use movement concepts and principles in the development of motor skills.

12.2.1	<p><i>Understand biomechanical* concepts that govern different types of movement.</i></p> <p>Level 4: Student analyzes and applies biomechanical* concepts that govern different types of movement. Level 3: Student identifies and generally applies biomechanical* concepts that govern different types of movement. Level 2: Student has limited perception of biomechanical* concepts that govern different types of movement. Level 1: Student has little or no perception of biomechanical* concepts that govern different types of movement.</p>
12.2.2	<p><i>Understand how sport psychology* affects the performance of physical activities.</i></p> <p>Level 4: Student analyzes the effect sport psychology* has on the performance of physical activities. Level 3: Student identifies how sport psychology* affects the performance of physical activities. Level 2: Student has limited ability to identify how sport psychology* affects the performance of physical activities. Level 1: Student is unable to identify how sport psychology* affects the performance of physical activities.</p>
12.2.3	<p><i>Understand the physiological principles governing fitness maintenance and improvement</i></p> <p>Level 4: Student analyzes and accurately applies physiological principles governing fitness maintenance and improvement. Level 3: Student identifies and applies physiological principles governing fitness maintenance and improvement. Level 2: Student has limited ability to identify and apply physiological principles governing fitness maintenance and improvement. Level 1: Student is generally unable to identify physiological principles governing fitness maintenance and improvement.</p>

Standard 3: BENEFITS OF PHYSICAL ACTIVITY

Students understand the benefits of regular physical activity.

12.3.1	<p><i>Understand factors that impact participation in physical activity.</i></p> <p>Level 4: Student analyzes various factors that impact participation in physical activity. Level 3: Student identifies various factors that impact participation in physical activity. Level 2: Student has some difficulty in identifying various factors that impact participation in physical activity. Level 1: Student is generally unable to identify the various factors that impact participation in physical activity.</p>
12.3.2	<p><i>Understand how various factors affect physical activity preferences.</i></p> <p>Level 4: Student interprets and elaborates on various factors and how they affect physical activity preferences. Level 3: Student identifies how various factors affect physical activity preferences. Level 2: Student generally cannot identify how various factors affect physical activity preferences. Level 1: Student cannot identify how various factors affect physical activity preferences.</p>
12.3.3	<p><i>Understand long-term physiological benefits of regular participation in physical activity.</i></p> <p>Level 4: Student analyzes and interprets the long-term physiological benefits of regular participation in physical activity. Level 3: Student identifies and explains the long-term physiological benefits of regular participation in physical activity. Level 2: Student has limited ability to identify the long-term physiological benefits of regular participation in physical activity. Level 1: Student is unable to identify the long-term physiological benefits of regular participation in physical activity.</p>

STANDARD 4: MAINTAINING PHYSICAL FITNESS*

Students understand how to maintain a health-enhancing level of physical fitness*.

12.4.1	<p><i>Understand components of health-related fitness* and their relationship to age and gender.</i></p> <p>Level 4: Student analyzes and interprets the components of health-related fitness* and their relationship to age and gender. Level 3: Student identifies components of health-related fitness* and their relationship to age and gender. Level 2: Student has limited ability to identify the components of health-related fitness* and their relationship to age and gender. Level 1: Student makes little or no attempt to identify components of health related fitness* and their relationship to age and gender.</p>
12.4.2	<p><i>Know how to monitor and adjust activity levels to meet personal fitness need.</i></p> <p>Level 4: Student creates, designs and implements an activity program to meet personal fitness needs. Level 3: Student is able to monitor and adjust proper activity levels to meet personal fitness needs. Level 2: Student has limited ability to monitor and adjust activity levels to meet personal fitness needs. Level 1: Student is unable to monitor and adjust activity levels to meet personal fitness need.</p>
12.4.3	<p><i>Understand how to maintain a healthy active lifestyle.</i></p> <p>Level 4: Student is able to interpret and elaborate on the various components of maintaining a healthy active lifestyle. Level 3: Student identifies components of maintaining a healthy active lifestyle. Level 2: Student has limited ability to identify components of maintaining a healthy active lifestyle. Level 1: Student makes little or no attempt to identify or explain components of a healthy active lifestyle.</p>

Standard 5: BEHAVIOR AND PHYSICAL ACTIVITY

Students use responsible personal and social behavior in physical activity settings.

12.5.1	<p><i>Use leadership and follower roles, when appropriate, in accomplishing group goals in physical activities.</i></p> <p>Level 4: Student advocates and complies with leadership and follower roles, when appropriate, in accomplishing group goals in physical activities. Level 3: Student demonstrates leadership and follower roles, when appropriate, in accomplishing group goals in physical activities. Level 2: Student demonstrates, with some inconsistency, leadership and follower roles, when appropriate, in accomplishing group goals in physical activities. Level 1: Student makes little or no attempt to demonstrate leadership and follower roles, when appropriate, in accomplishing group goals in physical activities.</p>
12.5.2	<p><i>Use principles of teamwork to achieve a common goal.</i></p> <p>Level 4: Student interprets and implements principles of teamwork to achieve a common goal. Level 3: Student demonstrates principles of teamwork to achieve a common goal. Level 2: Student demonstrates, with some inconsistency, principles of teamwork to achieve a common goal. Level 1: Student recognizes but makes little or no attempt to demonstrate principles of teamwork to achieve a common goal.</p>
12.5.3	<p><i>Understand the potentially dangerous consequences of participation in physical activity.</i></p> <p>Level 4: Student identifies and analyzes the potentially dangerous consequences of participation in physical activity. Level 3: Student identifies the potentially dangerous consequences of participation in physical activity. Level 2: Student generally identifies the potentially dangerous consequences of participation in physical activity. Level 1: Student has difficulty identifying the potentially dangerous consequences of participation in physical activity.</p>
12.5.4	<p><i>Understand the role of sport and physical activities in a diverse world.</i></p> <p>Level 4: Student analyzes and integrates the role sport and physical activities play in a diverse world. Level 3: Student identifies the role sport and physical activities play in a diverse world. Level 2: Student has some difficulty identifying the role sport and physical activities play in a diverse world. Level 1: Student cannot identify the role sport and physical activities play in a diverse world.</p>

12.5.5 *Understand the concept of sportsmanship and the importance of responsible behavior.*

Level 4: Student analyzes and applies the concept of sportsmanship and the importance of responsible behavior.

Level 3: Student demonstrates the concept of sportsmanship and the importance of responsible behavior.

Level 2: Student demonstrates with some inconsistency the concept of sportsmanship and the importance of responsible behavior.

Level 1: Student does not demonstrate the concept of sportsmanship and the importance of responsible behavior.

GLOSSARY

Biomechanics – The study of forces and their effects on living systems. Exercise and sport biomechanics is the study of forces and their effects on humans in exercise and sport. Application of biomechanics may lead to performance improvement or the reduction and rehabilitation of injury through improved techniques, equipment, or training.

Body composition - A comparison of the relative amounts of lean body weight and fat tissue in the body.

Dynamic balance – Being on-balance when moving, using various locomotor skills, starting and stopping. It also includes maintaining a balanced state while performing activities such as throwing or jumping.

Flexibility – The range of motion that is possible around a joint or joints.

Health-related fitness - Consists of four components (cardiovascular endurance, body composition, muscular strength and endurance, and muscular flexibility) that contribute to one's physiological well-being.

Muscular endurance – The ability of a muscle to exert submaximal force repeatedly over time; usually refers to a specific muscle group.

Muscular strength - Maximum force that can be applied by a muscle during a single maximum contraction.

Physical fitness – Ability to perform daily tasks with strength and vigor and without experiencing undue fatigue, and with enough strength, energy, and stamina left over to enjoy recreational pursuits and to meet unforeseen emergencies.

Sport psychology – Scientific study of behavior that attempts to apply psychological facts and principles of learning, performance, and associated human behavior in sport or sport-related contexts.

Training – An organized system of instruction. In athletics, training refers to the physical and mental conditioning program used by athletes to increase their proficiency in sports endeavors.